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ABSTRACT

The Western Interstate Commission for Higher Education (WICHE) Annual Report for 1973 presents a brief history of WICHE. The report is presented as an informal narrative that would try to catch the spirit of the times and of the people involved. A summary of cash receipts and disbursements for the year ended June 30, 1973 and a listing of WICHE publications, programs and staff members, and public and private granting agencies are included. (MJM)

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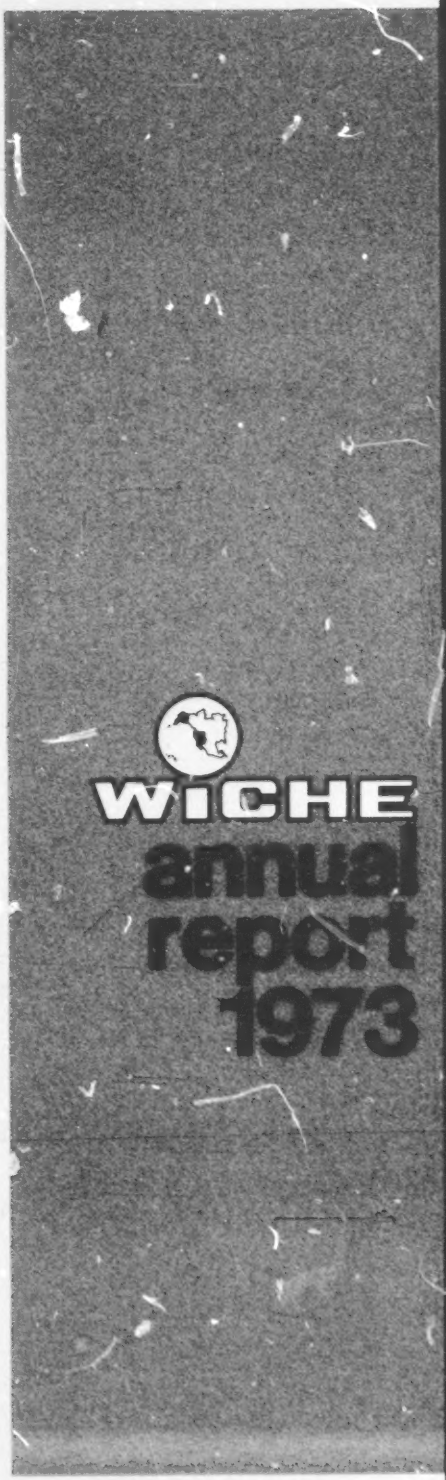
Western Interstate Commission for Higher Education



WICHE annual report 1973

20 year issue

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20 year issue

WICHE is a public agency through which the people of the West work together across state lines to expand and improve education beyond the high school.

HISTORY:

- was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states.
- was formally established in 1951, after ratification of the Compact by five state legislatures; program activities began in 1953.

ORGANIZATION:

- is composed of 39 Commissioners, three from each state, appointed by their governors; they serve without pay.
- is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSE:

- seeks to increase educational opportunities for western youth.
- assists colleges and universities to improve both their academic programs and their institutional management.
- aids in expanding the supply of specialized manpower in the West.
- helps colleges and universities appraise and respond to changing educational and social needs of the region.
- informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

- serves as a fact-finding agency and a clearinghouse of information about higher education and makes basic studies of educational needs and resources in the West.
- acts as a catalyst in helping the member states work out programs of mutual advantage by gathering information, analyzing problems, and suggesting solutions.
- serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services.
- has no authority or control over the member states or individual educational institutions; it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

- is financed in part by appropriations from the member states of $28,000 annually; the states also contribute $7,500 each to participate in a regional program in mental health, mental retardation, special education, corrections, rehabilitation, and the helping services.
- receives grants and contracts for special projects from private foundations and public agencies; for each dollar provided by the states during Fiscal Year 1974, WICHE will expend approximately $11 from nonstate sources; in the past 18 years, grant and contract commitments have exceeded $29 million.

Chairmen of WICHE

1951-53	**Dr. O. Meredith Wilson**	Dean, University College, University of Utah
1953-54	**Dr. Tom L. Popejoy**	President, University of New Mexico
1954-55	**Dr. G. D. Humphrey**	President, University of Wyoming
1955-56	**Frank L. McPhail, M.D.**	Physician, Montana
1956-57	**Ward Darley, M.D.**	President, University of Colorado
1957-58	**Frank J. Van Dyke**	Attorney, Oregon
1958-59	**Dr. Fred D. Fagg, Jr.**	President Emeritus, University of Southern California
1959-60	**Dr. Richard A. Harvill**	President, University of Arizona
1960-61	**Alfred M. Popma, M.D.**	Physician, Idaho
1961-62	**Dr. C. Clement French**	President, Washington State University
1962-63	**Dr. Charles J. Armstrong**	President, University of Nevada
1963-64	**Dermont W. Melick, M.D.**	Physician, Arizona
1964-65	**Dr. Willard Wilson**	Secretary, University of Hawaii
1965-66	**Mrs. Thomas (Edna) Scales**	Collector of Customs, Oregon
1966-67	**Dr. William R. Wood**	President, University of Alaska
1967-68	**Gordon Sandison**	State Senator, Washington
1968-69	**Dr. Merle E. Allen**	Director, Coordinating Council of Higher Education, Utah
1969-70	**John G. Mackie**	Assistant Professor, Colorado Mountain College; Attorney, Colorado
1970-71	**Dr. Rita R. Campbell**	Senior Fellow, Hoover Institution, Stanford University, California
1971-72	**Francis A. Barrett, M.D.**	Physician, Wyoming
1972-73	**Dr. Roy E. Lieuallen**	Chancellor, Oregon State System of Higher Education
1973-74	**Dr. Glenn Terrell**	President, Washington State University

(Title listed indicates position at time of election to chairmanship.)

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION

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JANUARY 1974

WICHE annual report 1973

A REPORT TO
THE GOVERNORS,
THE LEGISLATORS, AND
THE PEOPLE OF THE
13 WESTERN STATES

ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

Commissioners

as of January 1974

1973-74
Chairman **Dr. Glenn Terrell, Washington**
Vice-Chairman **Dr. William E. Davis, Idaho**

ALASKA

*Mrs. Delia Pruhs, Fairbanks
John S. Heilenthal, Attorney, Anchorage
Dr. Don M. Dafoe, Executive Vice-President, University of Alaska, Fairbanks

ARIZONA

*Dr. Richard A. Harvill, Tucson
W. O. (Fred) Craft, Jr., Deputy Minority Counsel, Senate Committee on Interior and Insular Affairs, Washington, D.C.
Dermont W. Melick, M.D., Coordinator, Arizona Regional Medical Program, College of Medicine, University of Arizona, Tucson

CALIFORNIA

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Dr. Rita R. Campbell, Senior Fellow, Hoover Institution, Stanford University
Earl W. Brian, M.D., Secretary of Health and Welfare Agency, Sacramento

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*C. Gale Sellens, President, Security National Bank, Denver
Dr. William E. Morgan, Fort Collins
Dr. Kathryn M. Smith, Dean, School of Nursing, University of Colorado Medical Center, Denver

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*Dr. Frederick P. Haehnlen, Jr., Provost, Kapiolani Community College, Honolulu
John B. Connell, Executive Director, Construction Industry Legislative Organization, Honolulu
George Goto, M.D., Honolulu

IDAHO

*Dr. John B. Barnes, President, Boise State College
Dr. William E. Davis, President, Idaho State University, Pocatello
Martha D. Jones, M.D., Boise

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*Herman C. Ross, D.V.M., Kalispell
Warren D. Bowman, M.D., Billings
Dr. Lawrence K. Pettit, Commissioner of Higher Education, The Montana University System, Helena

NEVADA

*Dr. Juanita Greer White, Boulder City
Fred M. Anderson, M.D., Regent, University of Nevada, Reno
Dr. Thomas T. Tucker, Chairman, Department of School Administration and Supervision, College of Education, University of Nevada, Reno

NEW MEXICO

*Dr. Lenton Malry, State Representative, Albuquerque
Clory B. Tafoya, Principal, Valencia Elementary School, Los Lunas
Dr. Farrel Heady, President, University of New Mexico, Albuquerque

OREGON

*Dr. Roy E. Lieuallen, Chancellor, Oregon State System of Higher Education, Eugene
Lynn Newbry, State Senator, Talent
Mrs. Gladys McCoy, Portland

UTAH

*Richard J. Maughan, Member, State Board of Higher Education; Attorney, Salt Lake City
Dr. G. Homer Durham, Commissioner, State Board of Higher Education, Salt Lake City
Mrs. Dorothy Watkiss, Member, University of Utah Institutional Council, Salt Lake City

WASHINGTON

*Gordon Sandison, State Senator; Insurance Broker, Port Angeles
James Furman, Executive Coordinator, Council on Higher Education, Olympia
Dr. Glenn Terrell, President, Washington State University, Pullman

WYOMING

*Francis A. Barrett, M.D., Cheyenne
Richard R. Jones, State Senator, Cody
Dr. William D. Carlson, President, University of Wyoming, Laramie

*Member, 1973-74 Executive Committee

A Message from the Director

When the Western Regional Education Compact was adopted by five states in 1951, WICHE was officially established. But two more years were to elapse before program activity began—thus we consider 1973 as WICHE's twentieth anniversary year.

There has been no celebration, no parties for officialdom, no popped champagne. Rather, the Commissioners at their periodic meetings have acknowledged the 20 years, smiled, remarked about how time flies, and then returned to the business at hand.

Despite this lack of show, we are proud; and we feel that the western states can join us in our sense of accomplishment. The states, the governors, the legislators, the colleges, the institutions, and literally hundreds of westerners have worked together through WICHE. Because of their cooperation WICHE's accomplishments in the past two decades have been many and significant.

On such occasions as birthdays and anniversaries, it is customary to take a backward look, brief though it may be, to see the distance traveled. So we have chosen the 1973 *Annual Report* to present a brief history of WICHE—to set down a few facts in one place so that, in the future, others may understand how it all came about. And so that, too, as WICHE moves into the future, its projections can be set in a broader perspective.

The saying goes that those who do not study history are doomed to repeat it. The opposite was quipped by George Bernard Shaw, who said, "Alas! Hegel was right—he said that we learn from history that men never learn anything from history."

Our temptation is to play it both ways. WICHE, to be sure, is the product of its history. Its present shape and diversity were fashioned by the emerging needs of the West. The West has molded WICHE into the shape that it wanted and needed.

So we asked a member of our staff, Gerry Volgenau, to take a little time to dig into the files, to talk with staff members past and present, and to seek out others who were involved in WICHE's early development. Since some of the early founders are no longer with us, it is obvious that year by year the opportunities for obtaining information from this source grow fewer.

We opted for an informal story that would try to catch the spirit of the times and of the people involved, rather than a pedantic rehearsal of dates and events. We hope that you will find the result of Gerry's efforts helpful in understanding WICHE.

One final note. It seems to be a law that history—any history—is selective, not definitive. This one is no exception. We are deeply concerned that many people who deserve recognition are not mentioned. In two decades, hundreds have contributed significantly to this organization. They have offered their energy and wisdom and hours of dedicated hard work. To these, we can only say, "Thank you! Thank you for your work, and thank you for the understanding that any complete listing of names would be longer than the report itself."

This historical account does not deal with WICHE's future. What will it be?

Commissioners, staff, and many other westerners are working on answers to that question now. One approach has been the use of a future-predicting tool called the Delphi technique, a sophisticated panel study. During the past few years, the Delphi technique has gained recognition as a valuable means of determining directions for programming. Prior to the WICHE annual meeting in August, the Commissioners were deeply involved in responding by mail to several "rounds" of a Delphi study. On each one they indicated what they thought to be the highest priorities relative to the needs of postsecondary education in their states and in the West. At their annual meeting, they spent much of the time assessing WICHE's role in meeting these needs.

Later, 150 legislators and state officials from the 13 western states took part in a similar Delphi study in preparation for WICHE's Legislative Work Conference, held in December 1973. They, too, indicated their priorities relative to the needs of postsecondary education.

A Committee on WICHE's Future has now been appointed. It is composed of seven Commissioners, who will examine data from both studies in depth, interpret this information, identify trends and priorities, and recommend to the full Commission directions for future WICHE programming.

The future of WICHE? Whatever it is, it will be the result of a dedicated effort to assess the needs of postsecondary education as expressed by the people of the West in relation to WICHE's potential for meeting those needs through regional cooperation.

Robert H. Kroepsch

Robert H. Kroepsch
Executive Director

WICHE's First Twenty Years

Gerald S. Volgenau

1953. that memorable year.

It was a year of guard-changing among world figures. Dwight D. Eisenhower, the Ike that everyone liked, was inaugurated as the thirty-fourth president of the United States after the biggest election sweep in history.

Joseph Stalin died. "Uncle Joe" during the war years, Premier Stalin ended his love-hate relationship with the United States in the midst of the cold war. Eventually, Stalin would be replaced by a homely man in an ill-fitting suit, Nikita Krushchev, Russia's top man with the title of First Secretary of the Central Committee.

Queen Elizabeth II was crowned amid resplendent coaches, crowds that stood thirty deep from the sidewalks, and—for the first time ever—television cameras. In the U.S. Congress, Senator Joseph R. McCarthy had gained national visibility by a combination of fear-mongering and witch-hunting alleged Communists.

Television had taken hold. The screen was dominated by *I Love Lucy*, *Groucho Marx*, *Dragnet*, and *Your Hit Parade* on Saturday nights with Gisele MacKenzie and Dorothy Collins singing endless versions of *Oh My Papa* and *How Much Is That Doggie in the Window?*

The big songs that year were the saccharine *Ebb Tide*, with bleating seagulls, and *Stranger in Paradise*. *Kismet* was a Broadway smash. But most of all it was the beginnings of rock 'n' roll, the big beat. Kids danced the jitterbug and the Lindy Hop as Bill Haley and the Comets sang *Rock Around the Clock*.

The movie to see was *From Here to Eternity*, starring Burt Lancaster and Frank Sinatra, who made a big comeback in this film. The book of the year was Ernest Hemingway's *The Old Man and The Sea*. That thin, tightly written story won the Pulitzer Prize in 1953 and would win the Nobel Prize the next year.

In the Hemingway tradition, 1953 marked a milestone in man'y courage. New Zealander Edmund Hillary and Nepalese Sherpa Tenzing Norkay reached the top of Everest, the world's tallest mountain, on May 29.

Nineteen-fifty-three was also a year for sports fans. Ben Hogan drove and putted to big-money wins in the U.S. Open, the Masters Golf Tournament, and the British Open. Rocky Marciano held a firm grip on the heavyweight championship. Native Dancer ran off with the purse money at the Preakness and Belmont Stakes, but missed at the Derby. And for the fifth year running, Casey Stengel's Bronx Bombers won the World Series. The New York Yankees in their pinstripe uniforms beat the Brooklyn Dodgers, four games to two.

And perhaps most important, the Korean war was over. The armistice ending this "police action" was signed on July 26 at Panmunjom. A month later, prisoners from both sides were repatriated.

Nineteen-fifty-three was a year of special events and fond memories for the world in general and WICHE in particular. For in that year, WICHE made its first hesitant steps as a child of the western governors.

By the time the calendar had flipped to 1953, a number of states had already given the nod to the Western Regional Education Compact, WICHE's charter. The required five states approved the Compact in 1951. They were Colorado, Montana, New Mexico, Oregon, and Utah. In 1952, Arizona became the sixth state. And 1953 saw Compact ratification by Idaho and Wyoming.

During those years when the first states were joining the Compact, the organizational development was guided by Elton McQuery. He had left the staff of Governor Lee Knous of Colorado and joined the staff of the Council of State Governments and, at the same time, dedicated his efforts as the unpaid, untitled secretariat for WICHE. In effect, he acted as a midwife for the new agency.

And so the Western Interstate Commission for Higher Education, or WICHE, as it would come to be known, came to life in the summer of 1953. It started as a gleam in the eye of the western governors and now it ventured forth—a little shaky at first, but that was the way of new children, and agencies.

The Commission, WICHE's governing board, composed of three governor-selected representatives from each state, chose the first executive director in August. He was Dr. William Jones. And in September, WICHE launched its first program. Then it was called the student contract program; later it would be known as the student exchange program.

This interstate exchange of students was the principal reason WICHE was formed.

Students from states without medical schools wanted to study medicine. The people of these states and their legislators wanted doctors. They also wanted to provide the educational opportunity. The same was true for the fields of dentistry, veterinary medicine, and, according to some original documents, public health. In many western states, building these professional schools was unthinkably costly. But the students could study medicine in out-of-state schools.

Enter WICHE. Through the Compact, students could attend out-of-state professional schools and pay only the less burdensome in-state tuition fees. An opportunity for the students. A state could educate its students in out-of-state schools by legislating dollars to defray educational costs beyond the in-state tuition payments. An opportunity for the states—to provide education and to get needed physicians and dentists. Finally, the schools could get more dollars for each student through this sort of exchange than they would from either in-state or out-of-state student tuition payments. Thus, an opportunity for the schools. The schools therefore could give preference to WICHE students over other out-of-state students. Yet another opportunity for the students. And WICHE acted as the broker for this interstate exchange of dollars and students.

That first year, 41 students were in the exchange. They studied in three fields—medicine, dentistry, and veterinary medicine. This would be only the beginning of an idea that would take hold and grow to many times its original size.

The student exchange made for a good start. That single program would prove to be WICHE's best known, most popular, and best understood operation. And more, the exchange was WICHE's clearest demonstration of the workability of interstate cooperation.

In the minds of many westerners, WICHE was the exchange—and the student exchange was WICHE. One name, one idea. Each synonymous with the other.

While in most cases, this idea of WICHE as its student exchange would be beneficial, it also proved to be a long-term recurring problem as the concept of WICHE broadened to include other kinds of programs.

In that first year, even with the support of influential people, the going was tough. Eight states had joined. But three had not. Nor had the two territories of Alaska and Hawaii. And further, the holdouts showed little interest in the young agency.

California was strong. Truly a golden state, it lacked no professional schools. California had doctors and dentists. And beyond that, it had the schools to educate more. Similarly, Washington was also a strong state. And Nevada had hopes of expanding its own university programs. Some Nevadans thought regional cooperation through WICHE would only postpone that day, so the student exchange was no selling point for them.

Alaska and Hawaii were not yet states. Debates raged on the values of go-or-no on statehood. Also, the great distances left them a bit chary of relationships with the mainland or "the lower 48." Further, Hawaii, at least, had little trouble getting students into mainland medical schools.

To be sure, WICHE had a problem. How could a regional agency be a regional agency if it didn't cover the region? The holdouts left some big holes in the map. And worse, they left some big holes in the concept of arm-in-arm cooperation among the western states.

Financial support was uneven the first year. Some states paid the full $7,000 annual dues. Some paid nothing. And curiously, according to Dr. Jones, the first executive director, some paid amounts that were somewhere in between.

WICHE had grand hopes and ideals for cooperation among states during that first year. But the casual observer might have seriously questioned its survival.

Everything was new and untested. WICHE was a new agency based on a new idea with a brand-new director.

Dr. William Jones left his post as dean of administration, University of Oregon, to run this curious thing called WICHE. He took the job on the condition that he would not have to leave his home in Eugene.

A man with thick dark hair and spectacles, Dr. Jones was a political scientist by training and an administrator of experience. Before taking the post with the University of Oregon, he had been president of Whittier College.

He looked to the WICHE job as a chance to test his skills in the political arena and also to help his home and family in Eugene. He brought to the job an academician's curiosity about politics and tested administrative ability. Tackling the WICHE job would prove to be an awesome task. WICHE did not even have an office to call its own in those early months. Dr. Jones faced the problem of molding an organization where little but an idea had stood before.

Free space was provided by the Oregon State System of Higher Education in the University of Oregon's administration building—one bare room.

Dr. Jones ordered a desk, a swivel chair, a couple of side chairs, and a three-drawer filing cabinet. A secretary next door took his phone calls when he was out. And a student worked for him half-time.

That first year was tough. No one had heard of WICHE. So Jones had the big problem of introducing himself and the organization—both to maintain those states already in the Compact and to convince the others to join.

He started a newsletter. He made some studies. But most of all, he traveled to the states and explained WICHE and the student contract program to legislators, university presidents, and governors. He politicked and made friends for WICHE in some states. And in others he felt only the raw bite of intrastate rivalries and fears that the young agency would undercut local educational aspirations.

A year later, Dr. O. Meredith Wilson took the presidency of the University of Oregon and asked Jones to return to his old post of dean of administration. Jones admired Wilson and, having wet-nursed WICHE through its first difficult year, he returned to his former position at OU.

So 1953 was done. And WICHE had survived the first year into 1954. It had official status. It had an office to call home, official-looking stationery, and someone to answer the telephone. And it had a program, the student exchange. Eight states had joined. And it looked as though more would be coming soon.

WICHE, the child of the western governors, in gestation for more than eight years, would not be a victim of infant mortality. The newborn child would survive.

Dr. Ward Darley recalls that Dr. Florence Sabin, the public health advocate, was the first one to suggest the idea of western regional interstate cooperation for higher education when she spoke at a meeting in Salt Lake City sometime in the early 1940s.

But the idea for WICHE and for the student exchange can be better pinned down to the summer of 1945, with a story that smacks of the apocryphal—but people who were there say it's true.

Nineteen-forty-five was a time of transition. President Franklin Roosevelt died in the spring and was succeeded by his vice-president, Harry S. Truman. World War II ended on both fronts with V-E day on May 4 and V-J Day on September 2. Adolph Hitler and Benito Mussolini died as they lived—violently. The atomic age dawned with a mushroom cloud on July 16 at Alamogordo, New Mexico, and the bloody destruction of Hiroshima followed on August 6 —and Nagasaki on August 9. And the seed of hope for international understanding was planted as the United Nations met for the first time in San Francisco, from April 25 to June 26.

It also was a time of transition for Dr. George Duke Humphrey, age 48. He was changing jobs. The Duke, as he was known, left the presidency of Mississippi State College in his home state to assume the presidential post at the University of Wyoming in Laramie.

Together with his wife, Josephine, and his son, John Julius, he motored west. On the way, he stopped in Denver to talk with Ward Darley, M.D., who just that year had become dean of the University of Colorado School of Medicine.

The Duke had a specific purpose. He wanted to get his son into medical school. After all, young Julius would be graduating from Mississippi State and he wanted to be a doctor.

So the idea of the interstate student exchange was born. On a small scale, of course. This would be an agreement between Colorado and Wyoming, or perhaps more accurately, the expansion of an agreement between Ward Darley and Duke Humphrey.

It took four and a half years for their idea to become a reality.

Elton McQuery described it in a brochure written in 1951. McQuery was then a staff member of the Council of State Governments.

> In February, 1950, the Wyoming Legislature, meeting in special session, authorized its state university to contract with out-of-state schools for the training of Wyoming students in certain health service fields: medicine, dentistry, veterinary medicine, and nursing. Following passage of the enabling legislation, the University of Wyoming negotiated a contract with the University of Colorado School of Medicine. Under terms of the contract, Colorado agreed to accept a specified number of qualified medical students who are Wyoming residents, and Wyoming agreed to pay Colorado the full cost of their training [$2,000]. Wyoming, in turn, can require each student to shoulder a portion of the cost as "tuition."

In Colorado, Ward Darley negotiated the deal. And the state legislature backed him.

And as things tend to snowball, not long after Colorado and Wyoming had secured the exchange, New Mexico wanted in, too. So the West's first student exchange grew to three states, centering on Colorado's medical school.

To be sure, the Darley-Humphrey team had made their influence felt. Darley had the ear of Colorado Governor Lee Knous, whom he described as "an earthy type from Colorado's western slope . . . easy to talk to and a good listener."

Humphrey was new in Wyoming. But he had the smooth style and savvy of a Southern politician. And very quickly the Duke acquired a position of political power that would last through the 19 years of his presidency.

No question, little could stand in the way of these two men once they settled on an idea. Darley, the educational statesman, proved indefatigable. And Humphrey would become a big man in a state noted for big men.

But there were other influences in addition to Darley and Humphrey and the Colorado-Wyoming student exchange.

In the South, the nation's first interstate compact for higher education had been formed in 1948 by the Southern Governors' Conference. It was the Southern Regional Education Board. And today that compact includes 14 southern states from Maryland to Texas.

This action by the southern governors did not go unnoticed in the West.

Governor Knous called together the governors of the mountain states and their aides at the Brown Palace Hotel in Denver. They explored the question of training facilities in the health services in December 1948. Another meeting was held the following summer.

When the governors of the western states and territories met in Salt Lake City in November 1949, the precedent was set and the spirit was strong. And the idea was ready to take on substance in the West. Former Florida Governor Millard Caldwell, president, Board of Control for Southern Regional Education, outlined SREB's experience in the South. And then, under the leadership of Governor Earl Warren of California, the western governors unanimously endorsed the principle of close interstate cooperation in higher education.

The resolution adopted by the conference read:

> It is the consensus of the Western Governors' Conference:
>
> 1. That the future of the country and of the western states is dependent upon the quality of the education of its youth;
> 2. That all of the states individually and alone do not have sufficient numbers of potential students to warrant the establishment and maintenance of adequate facilities in all of the essential fields of technical, professional, and graduate training; nor do all of the states have the financial ability to furnish within their borders

The summer of 1954 brought a new era in the life of WICHE. When Dr. O. Meredith Wilson became president of the University of Oregon and invited Dr. Jones back to his old job, it looked as though the Commission's first chairman had just pirated away its first executive director. But it turned out to be a good move. Dr. Wilson retrieved a good administrator for the University of Oregon. Dr. Jones went back to a job he liked, working for a man he greatly respected. And WICHE, still gangly and stumbling after one year of program work, would gain further direction and a spirit of progress under a new director.

The new director was Dr. Harold Leroy Enarson, age 35, a man of twinkle-in-the-eye good humor, creative brilliance, and a tireless, workhorse dedication to the job.

Dr. Enarson's style at WICHE would be to lead by example. His approach was nondirective. But he demanded the same superior workmanship and rigorous thinking from the staff that he did from himself. And, sometimes to the irritation of staffers, he would goad them on to a higher quality of work than they ever expected to accomplish.

Years later, staffers who worked with Harold Enarson would say, almost in awe, "I learned more from Harold than from any man I have ever known."

But dealing with staff was not one of the early problems in that summer of 1954.

Recalling the time, Dr. Enarson said, "I very quickly realized that I had taken on the biggest gamble of my life . . . for it [WICHE] was a tender shoot and it was there precariously."

When Harold Enarson took over the WICHE offices in Johnson Hall at the University of Oregon, the complete office was three rooms: two small offices and one smaller office.

The new director set up in one office, a part-time secretary located in the second, and three metal filing cabinets fit into the third and smallest office.

One incident really brought home the vulnerability of the WICHE endeavor to the young director.

Enarson's part-time secretary had sliced her finger on a paper cutter. "She came in bleeding," he recalled. "And I suddenly realized that I was the only one there to fix it. It really brought home the frailty of the organization."

Frail or not, Dr. Enarson began.

Two major aspects of his job were clear, Dr. Enarson noted in a recent conversation. First, the states not in the Compact were not particularly champing at the bit to join. And second, the governors and legislators viewed WICHE in the simplest, most pragmatic light. "We don't have a dental school. Let's trade students."

"I realized two things," Dr. Enarson said. "I had to get those states in quickly, and we couldn't just trade students. I had to generate dollars and program momentum."

Of the three states and two territories not in the Compact, three did join within the next year and a half. Alaska (then a territory) joined in May 1955, Washington came along in June 1955, and California added its name to the Compact in December 1955.

The last two joined four years later, in 1959. They were Nevada on June 2 and Hawaii on June 23, just two months before it gained statehood on August 21.

The entry of each state has a story of its own. Dr. Enarson went to every state to talk with university presidents and key legislators. Others joined him, including Ward Darley and Elton McQuery of the Council of State Governments.

Dr. Enarson would remember a time in Alaska when he politicked with legislators at an all-night party that ended up touring a gold dredge in the early morning hours. They wanted him to really know their state.

California was a tough one, according to everyone who tried to convince the state's legislators of WICHE's value. Elton McQuery and others used the argument that California had an obligation to the region. And finally they agreed to come in. But California really joined on a "good fellow basis," according to Dr. Darley. Over the years, exchange students would bring extra dollars to California professional schools, both public and private; but it wasn't until WICHE became involved in higher education management systems in the late 1960s that the legislators fully realized that the state was receiving direct program benefits.

Nevada held off for six years in fear that joining WICHE would hold back the building program at the state university. But despite misgivings and hesitancy in several states, the WICHE map was filled out before the end of the 1950s.

Soon after Harold Enarson's arrival, programming for WICHE began to take on a new form. First, there was more of it. WICHE started to stretch and grow. Second, the fields embraced by WICHE broadened rapidly. And finally, the financial base to support these programs shifted.

The first indication of change was a study of dental manpower in 1955. Like several WICHE studies before it, the study was requested by a professional group and WICHE gathered the professionals—dentists, dental authorities, and dental educators—to do the job.

Further, the Commission enlisted the support of the American Dental Association and the U.S. Public Health Service. But the key element in this effort was that the survey was underwritten by a $7,000 grant from the W. K. Kellogg Foundation.

For the first time, WICHE had used "outside funds" to support a program designed to benefit the western states.

The study, according to WICHE's 1956 annual report, forecast a severe dental care shortage in all western states, "unless they [the states] take immediate steps to train more dentists and dental hygienists."

While the dental manpower study was WICHE's first to get grant support, it would not be the program trendsetter that another major survey proved to be that year.

institutions capable of providing acceptable standards of training in all of the fields mentioned above;

3. That the western states, or groups of such states within the region, cooperatively can provide acceptable and efficient education facilities to meet the needs of the region and the students thereof.

The Western Governors' Conference believes that a cooperative plan among the western states is necessary and desirable and should be developed to provide more extensive facilities and training for the students of this region.

To this end, the Chairman of the Western Governors' Conference is directed to appoint a committee to develop such a plan and to submit it to the next meeting of the Western Governors' Conference for its consideration and for such action as it deems wise.

In line with the resolution, Governor Warren did appoint a committee of governors to study the problem and draft recommendations for the next year's Western Governors' Conference.

Not surprisingly, Governor Lee Knous of Colorado was named to the committee. And so were Rocky Mountain governors A. G. Crane of Wyoming, Thomas J. Mabry of New Mexico, and C. A. Robins of Idaho. The fifth committee member was Governor Arthur B. Langlie of Washington.

The committee of governors, in turn, decided to appoint two committees to assist them. One was a legal committee composed of state attorneys general, chaired by Robert Smylie of Idaho, later to be the governor of that state. And the second was a technical advisory committee that would formulate the actual plan and program. Each governor chose two representatives for this committee.

It was hardly surprising that among the most influential of the 26 technical committee members were Dr. Ward Darley, dean, School of Medicine, and vice-president, University of Colorado; Dr. Tom L. Popejoy, already involved in the three-state exchange as president, University of New Mexico; and Dr. G. Duke Humphrey, president, University of Wyoming.

There seemed to be little doubt that the West would have interstate cooperation in higher education.

But the hard job would come in the next year. A foundation of paperwork had to be laid for the new agency. The program had to be defined and the Western Regional Education Compact had to be drafted.

As Dr. Darley recalls, major credit for creating the original WICHE program went to Dr. O. Meredith Wilson, who was then dean, University College, University of Utah. Four studies were made of professional education needs in dentistry, medicine, veterinary medicine, and public health. He put it all together into a workable and, most important, acceptable program.

The state attorneys general then took the program and plan and developed the Compact.

The Compact drafting "was a knock-'em-down affair," as Dr. Darley remembered it. The attorney general of Colorado, John W. Metzger, was "violently opposed to it."

"I had lunch with him [Metzger]," Darley said. "I explained about the increasing complexity of higher education and about bringing good education to students. After a while, we went back to the meeting. And first thing you know, he was helping to write the Compact."

Program, plan, studies, and Compact were all ready on time for the Western Governors' Conference that met in Denver, November 10-11, 1950. And with minor changes the governors unanimously approved the program.

The process then became one of gaining approval of the state legislatures. The state attorneys general had been specific about who the members would be, how long they would have to initiate the Compact, and the minimum number of states required to make the Compact operative. It was all described in Article X of the Compact:

> This Compact shall become operative and binding immediately as to those states and territories adopting it whenever five or more states or territories of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska and Hawaii have duly adopted it prior to July 1, 1953. This Compact shall become effective as to any additional states or territories adopting thereafter at the time of such adoption.

It didn't take long. The necessary five states came in within the next year. And by deadline time in 1953, eight states had approved the Compact.

The most convincing argument for approval was the proposed student contract program. But the general idea and the need for interstate cooperation took hold also. Dr. Darley recalled that "in many states, we couldn't have sold WICHE on the basis of the student exchange alone."

The first chairman of the Commission was Dr. O. Meredith Wilson. He had done much of the hard work of putting together the WICHE program and appropriately was chosen the first to chair the board. He held the position from 1951 to 1953. In later years, others who had helped to found the organization also took their turns as chairman. The second chairman was Dr. Tom L. Popejoy, president, University of New Mexico (1953-54). The third, Dr. George Duke Humphrey, president, University of Wyoming (1954-55). And the fifth, Ward Darley, M.D., president, University of Colorado (1956-57).

Over the years, the chairmen and the Commission as a whole would play a vital role in WICHE's growth and development. They would explain the programs to their states, defend the budgets before the legislators, seek support for the student exchange program, and, in many states, serve as the certifying officers for the student exchange program. Much time would be contributed to program development and review. For example, in 1969 the Sandison Committee (named for Washington Commissioner Senator Gordon Sandison) closely examined all WICHE programs for appropriateness to Commission goals. This committee, in fact, involved all of the Commissioners, who worked long and hard to meet these board responsibilities. In addition, Commissioners continue to serve on special committees to monitor and aid in the development of programs in WICHE's various divisions.

At the request of the Western Regional Conference of the Council of State Governments, WICHE commenced the Mental Health Training and Research Survey.

This immense undertaking was described as "the broadest and most thorough of its kind." It was conducted by 262 people serving on survey committees appointed by the state governors, who mailed out more than 24,000 questionnaires designed for 18 separate categories of people.

The project, under the direction of C. H. Hardin Branch, professor of psychiatry at the University of Utah, cost $61,000 and was paid for by a grant from the National Institute of Mental Health.

The survey was completed and the results analyzed in 1956. WICHE staff reported back to the western legislators, saying there was a "critical shortage of mental health manpower in the region, especially in mental hospitals and institutions for the retarded." And it would get worse unless people were trained to do these jobs. Needed were educational programs to prepare new personnel and programs of continuing education to keep present personnel up with the latest developments in the field.

Further, research was needed to study both the causes and treatment of mental illness.

Upon hearing the results of the study at their annual meeting, the western legislators said, well, WICHE, why don't you do something about it? Implement the study's recommendations and establish a Western Council on Mental Health Training and Research.

WICHE accepted the challenge. And this became a historic watershed.

By doing the study on mental health manpower, WICHE demonstrated that it could do more than just trade students. And when the Western Regional Conference of the Council of State Governments asked WICHE to implement the study's recommendations, it showed that the West wanted WICHE to do more.

Quite suddenly, WICHE's scope expanded. If WICHE could carry on educational and research programs in mental health, there was little reason not to get involved in many other areas as well.

WICHE began to look like what it would become—an agency of many and diverse programs, relating to many different needs and many different fields, but all touching on higher education.

And further, like the mental health manpower and research survey, most of WICHE's future programs would be financed by external funds.

The 11-state mental health survey also made WICHE a trendsetter. A national concern for mental health programs had just begun to develop. Headway was made in the area of drug therapy during the 1950s. And in the early 1960s, the community mental health center program was proposed, under the administration of President John Kennedy.

So WICHE had established itself on the ground floor of the mental health movement. Over the years, WICHE programs would expand to cover training and continuing education in a number of mental health and related areas.

The time of WICHE's greatest activity in mental health and related areas would come in the late 1960s, when some 12 different programs were offered to serve the western states.

A number of these programs dealt with continuing education. Each carved out a special area of need. For example, psychiatric training for family physicians and continuing education aimed at practicing professionals and paraprofessionals in mental health, including administrators and board members. Also, a program was designed to boost collection of data and to promote mental health program evaluation.

The summer work-study program gave young collegians a taste of the everyday challenges encountered in mental health centers, hospitals, prisons, and mental retardation centers. The program served as both an educational and a recruiting device.

WICHE conducted research on institutions for the retarded, carried forward educational programs for special educators of children with learning handicaps, and, in response to a resolution by the western governors, developed educational programs concerning juvenile delinquency and the field of corrections.

WICHE also helped the western schools of social work join together to develop continuing education activities for faculty and deans.

In this, WICHE's twentieth year, the mental health programs are consolidating. And the Division of Mental Health and Related Areas, under the direction of Robert Stubblefield, M.D., is launching a new effort to create a continuing education center for mental health. Dr. Stubblefield, formerly chairman of the department of psychiatry at the University of Texas Southwestern Medical School in Dallas, is one of several nationally prominent men who had held this position in the past two decades, but unlike the others, he was also deeply involved in the early WICHE mental health survey when he was at the University of Colorado.

This division's activities are guided by the advice of the Western Council on Mental Health Training and Research. This group is composed of 14 leaders from the western states who serve without pay.

The western states do regard WICHE's efforts in mental health and related areas as important—so important, in fact, that they are willing to pay for them. Each state contributes $7,500 to underwrite the Commission's efforts in this field.

Until January 1, 1968, the National Institute of Mental Health provided the basic support for the mental health council and staff. At that point, the western states shouldered the responsibility and paid the basic operating funds.

Soon after the mental health survey was completed in 1956, WICHE itself was on the move.

The Commission agreed that the offices should move. And the deciding factor in favor of Boulder, Colorado, its present location, was free rent.

So Harold Enarson packed up WICHE's three offices and six filing cabinets and trundled east to Colorado. Once on the University of Colorado campus, he climbed into a space at the top of the stairs and under the eaves of Norlin Library.

In the coming years, WICHE's offices would hopscotch around the CU campus. The first jump would be two years later, under the administration of CU President Quigg Newton. He decided it was time to charge rent to the growing agency and moved it into the recently finished Fleming Law Building. In 1964, the offices moved again. This time, WICHE set up in specially designed space in a new building with the ungainly title of Physical Sciences Research Building Number 2--more often called PSRB-2. This would remain the central office.

Some staffers remembered the space under the eaves in the library for the leg-throbbing climbs up and down the stairs. In the Fleming Law Building, others remembered the ping-pong table out back. Here was ping-pong diplomacy long before it became a catch-phrase. Staffers brought their lunches, talked things over, and even played ping-pong.

Dr. Phillip Sirotkin, now academic vice-president, State University of New York at Albany, clearly remembered those days at WICHE.

The ping-pong games symbolized "an atmosphere that was very informal and yet, intellectually, it was tense." Serious discussions, even arguments, would ensue as the ball popped back and forth. Dr. Sirotkin, who swung a mean paddle, was then head of the mental health programs.

"It was an intimate group of very strong, independent guys and gals, who were very creative," he said, recalling bag lunches together. "It was a stimulating environment."

These were the formative years of WICHE, Dr. Sirotkin remembered. And into this group came a young woman who would strike a new course for WICHE programming. She was Jo Eleanor Elliott, and during her years with WICHE she became one of the nation's most influential nurses, particularly in the area of nurse education.

Jo Elliott, a blonde, blue-eyed midwesterner with an engaging laugh, is a woman to be reckoned with. She has perception and intelligence and she uses them to back up a strong set of opinions and values.

Harold Enarson remembers hiring Jo Elliott and saying the job would lead to national prestige. Jo remembers it differently. Harold wanted someone with a national reputation, Jo recalls. "But he didn't hire a national person. He grew one."

At first Jo said she would take the job for a year and a half, certainly not for four years. That year and a half stretched into 16 years leading WICHE nursing programs to a blue-chip reputation. And along the way Jo Elliott has been twice chosen president of the American Nurses Association, among other national honors.

In the summer of 1957, Jo Elliott took over two nurse education programs funded by grants from the W. K. Kellogg Foundation. The first grant, for $168,000, was to support a five-year regional program in nursing education; the second, for $47,000, supported continuing education courses for working nurses. Over the years, the W. K. Kellogg Foundation has taken a special interest in nursing education in the West and has provided grant support for 13 of WICHE's 16 years of nursing programs.

These programs were developed at the request of a conference of nursing educators and administrators in January 1956. The group examined a WICHE study of graduate nursing education in the West, which noted a rapidly growing shortage of nursing leaders, supervisors, and teachers, and a dearth of facilities for advanced training in nursing.

The conference asked the Commission to "establish a Western Council on Higher Education for Nursing as part of its permanent organization and to seek funds for its support." So WCHEN was formed.

The members of WCHEN now include virtually every collegiate nursing program in the West—some 162 associate degree, bachelor's, and graduate programs located at 143 separate colleges and universities.

WICHE now has four separate nursing programs. They are the Western Council on Higher Education for Nursing (which is the core operation for idea exchange and planning), Faculty Development in Continuing Education for Nursing, Nurse Faculty Development to Meet Minority Group Needs, and the Regional Program for Nursing Research and Development (the latter three programs represent variations of continuing education programs).

Throughout their history, WICHE's nursing programs have been keyed to several areas of specific need. One is research.

Under the auspices of WCHEN, an annual research conference has been held to spur on greater research efforts among nurses and to provide a forum for discussing those research efforts. Most recently, the program for nursing research and development has concentrated on developing research efforts among practicing nurses who are working in hospitals, clinics, and other health care settings.

Continuing education has also been an area of particular concentration for WICHE's nursing programs. Most of them have been geared for nursing faculty members. Among these have been programs that deal with psychiatric/mental health nursing, curriculum development, and one of great social significance, faculty development to meet minority group needs.

Also, WCHEN periodically has researched regional needs and resources for nurses and nursing education.

Quite recently, WCHEN changed its organizational structure. For the past 16 years, WCHEN has been organized around specific types of collegiate nursing programs—associate degree, baccalaureate, etc. Now it will be oriented toward specific issues in nursing. At present, top-priority WCHEN issues include minority affairs (ethnic minorities and men), curriculum and teaching, sociopolitical issues, and nursing roles and practice.

Back in the 1950s, Jo Elliott used to joke about who got hired on WICHE's staff. She said you either had to be a political scientist or from the Midwest—or both. Jo qualified as a midwesterner. Other staffers, and in particular Dr. Harold Enarson, were students of political science. So it made sense that WICHE programming would turn toward some melding of educators and lawmakers. The result was one of the most important contributions to higher education in the West—the Legislative Work Conference.

The first one was held in April 1958. Some 130 state legislators, governors, state budget officers, legislative fiscal analysts, college presidents, and college budget officers attended the conference to discuss financing public higher education, a topic of seemingly timeless appeal.

The Legislative Work Conference was tough to get going in the late 1950s. Some university and college presidents were particularly reluctant. They thought it might involve external review, which conflicted with their aspirations for higher education. The Legislative Work Conference did become a biennial event, bringing together lawmakers and educators. From the first conference, the themes have never strayed far from the dollar questions of higher education. More recently, however, the conferences have looked into issues and topics of current concern even though they might not have very direct dollar implications.

In 1969, when campuses were ablaze with student protest, the Legislative Work Conference centered on "The Restless Campus."

The Legislative Work Conference completed last December shifted away from a single-issue format. Instead, WICHE asked participants to define what they thought were the pressing issues in higher education. Once again, dollar issues ranked high. Western legislators picked financial questions, unnecessary duplication of programs, and the accountability of higher education for how the public's dollars are being spent.

In the past there were sunnier days for higher education, when tight dollars didn't darken every horizon. Those were also days when higher education's stock soared. A college degree virtually guaranteed the good life, and certainly a good job. And more, when the Russians shot Sputnik around the world in 1957, the awestruck and fearful nation turned to its colleges. The Russians were ahead. And worse, we were behind. It seemed to be past time to bolster higher education. And the dollars poured in.

Looking back to his WICHE years, Harold Enarson said, "Ah, those were the days. Then our big problem was to convince everyone that a tidal wave of students was coming."

He was right. Those *were* the days. Higher education was golden, and no college went wanting, except for teachers, who were in short supply.

If the 1950s was a time for shouting, "The students are coming, the students are coming," by the 1960s, they had arrived.

The decade started with a sort of crewcut optimism, which cracked and then shattered as the Vietnam war intensified The tidal wave of students hit as schools were still hammering together classrooms to put them in. This new breed of student was long-haired, bright, and drug-savvy. But mostly, they were very, very angry. First about the war they did not want to fight. And second about a string of injustices ranging from racism to irrelevant classes to fractured rights for anyone—women, kids, old people, the poor, homosexuals, and even nudists.

Campus unrest, as some described it, slopped over into the 1970s. But not for long. The war was soon to wind down, at least for U.S. soldiers.

And then almost as suddenly as it began, it stopped. The flood tide of students was over. Enrollments not only did not jump, but at some schools they slipped seriously. The years of easy dollars for higher education faded under the sharp reality that a college degree no longer guaranteed the good life. And the taxpaying public, weary of campus unrest, wanted every dollar accounted for.

And so the 1970s brought a time of the dollar pinch and dollar-pinching. To some observers, it seemed that universities could no longer be run by the scholars and the creative. Fear had come; power had shifted. But others saw the time with more optimism. They could begin some long-needed ship-tightening, with the input of computer-age business management and planning. Aspects of higher education could take on a new look with concepts of lifelong learning and use of modern technologies.

By 1960, WICHE had completed the first stage of its growth. All the states had joined. The student exchange was healthy and expanding. And a number of important programs had been started.

A new man replaced Dr. Enarson. He was perhaps the best qualified man in the country to take over the reins of the Western Interstate Commission for Higher Education. His name: Dr. Robert Hayden Kroepsch.

Dr. Kroepsch was not only an educator and administrator of experience; he had also been the first executive secretary of the New England Board of Higher Education, a six-state organization patterned after WICHE.

In some respects, Dr. Kroepsch leads WICHE with much the same style as Dr. Enarson. He leads by example of hard work, clear thinking, and attention to detail. He does not lead by directive. He clearly sees his job as corralling the talents of the creative and then guiding them.

A man of great personal warmth, Dr. Kroepsch also brings a certain stateliness to the office, which is augmented by the broad *a* and disappearing *r* of his New England accent. This warm stateliness, if there can be such a thing, is cracked by an earthy sense of humor that pops up from time to time.

When Dr. Kroepsch became executive director in 1960, the staff numbered 16 people, including secretaries and clerks. That year, WICHE had 12 programs, distributed 19 publications, and its total income, including state dues and federal and private grants, was less than $670,000.

In the 13 years of his stewardship, WICHE has grown to 170 staffers, more than 120 publications yearly, and a budget that totals in the neighborhood of $5 million.

By 1966, it was necessary to replace a half-time accountant with a full-time financial officer. John Staley, who was appointed to that position, now functions as director of Administration. He not only advises staff members on all aspects of grant and contract management, but also oversees such diverse operations as personnel, purchasing, physical facilities, and printing—to mention but a few. His careful supervision of approximately $20 million to date has resulted in very few questions from hard-nosed auditors.

As they were for all of higher education, the 1960s were years of wondrous growth for WICHE. The 1950s not only had brought about a broadening of the WICHE programs, but also they had shown the worth of the student exchange idea. Five years after the student exchange was started in 1953, the number of exchange students in the fields of medicine, dentistry, and veterinary medicine increased almost sixfold—from 41 to 241. The number of receiving schools (both public and private) increased from five to nine. And state dollars appropriated to support the students went from $70,000 in 1953 to $379,000 in 1958. Impressive increases, to be sure, but consonant with the steady growth of all higher education.

In 1963 the student exchange program really mushroomed. The Commissioners agreed that the WICHE exchange program should not be restricted to students in the fields of medicine, dentistry, and veterinary medicine. There were other high-cost professional schools that existed in only a few states. Perhaps students interested in these other fields could also attend school through the exchange.

The first expansion field was dental hygiene. Inquiries had come to WICHE. Prospective students were interested in attending the out-of-state dental hygiene schools at the lower tuition rates. The extra dollars from the states also made good fiscal sense to the schools. So, ten years after the program started, it was expanded to a fourth field.

That set the precedent.

As years passed, WICHE received requests to add more fields to the exchange. Physical therapy was added in 1968, occupational therapy and optometry in 1969. And in the 1970s, the number of fields jumped to 11 as the Commission approved the addition of podiatry, forestry, graduate library studies, and law. Present indications point to this program's broadening to include many more high-cost graduate and professional fields of study.

Now, on the twentieth anniversary of the exchange, the number of students totals 1,007. The number of states to send students through the exchange has jumped to 11, and they are paying $3,573,471 to support these programs in out-of-state schools. Sixty-four separate schools now have WICHE students registered, and another 34 schools have agreed to participate in the exchange.

Student exchange marked a principal area of WICHE's involvement in health. So did the nursing and mental health programs. During the 1960s, the Commission would become more and more directly involved in the education side of the health field. One area of special interest was those states without medical schools—Idaho, Montana, Nevada (which now has a two-year school), and Wyoming.

As WICHE broadened its scope, its first direct contact with health and medical education resulted from a study. Back in 1955, the WICHE Commission had requested staff to assess medical manpower and medical education resources in the West. The study was published in August 1956 and then republished under a grant from the Commonwealth Fund in 1960.

It revealed that some western states already faced a marked shortage of physicians, and the entire region—unless medical education were developed—would soon be facing similar problems. The study recommended, as possible solutions, the development of more medical schools and the possible creation of multistate cooperative programs, such as regional schools or schools that would provide the basic sciences and then feed students into the established medical colleges.

The study launched WICHE in the area of medical and health education, and it also sounded the alarm. Western states would have to do something about the shortage. There is little question that this regional study helped with the development of medical schools in four western states—Arizona, Hawaii, Nevada, and New Mexico.

As years went by, WICHE continued to be interested and involved in the problem of medical education for the four have-not states of Idaho, Montana, Nevada, and Wyoming. Further, many people in the four states were interested in laying the groundwork for some sort of regional approach to medical education. This concern of the states and of WICHE led to yet another study, this time focusing on only the four states without medical schools. The study was completed in 1964.

The official title was *Opportunity for Medical Education in Idaho/Montana/Nevada/Wyoming.* But it was better known as the "Faulkner Report," named for the author, James M. Faulkner, M.D., a tall, Lincolnesque man with steel-gray hair and a national reputation in medical education.

In essence, his report reaffirmed that these four states would soon be facing the WICHE-predicted physician shortage. And in his opinion, it was unlikely that the states could build either four-year or two-year medical schools within the next decade and perhaps longer. He concluded that the states could solve the immediate problem by using WICHE's student exchange to educate their medical students. The adoption of the Faulkner Report by the Commission, however, did not close off all avenues to regional cooperation in health education beyond the student exchange.

Also in the wind was federal legislation, specifically Public

In 1965, the SHEP office came under the direction of John Minter. During his years at WICHE, he developed a program that would shake the entire organization and profoundly influence higher education across the country.

In some ways, John Minter seemed an odd choice to fill the slot of resident innovator. His background was in the Baptist ministry and he held a master's degree in sacred music. But he was very good, very creative. He was a thinker who claimed he did his best thinking in the bathtub. A problem would come up and he would go home and drop his angular frame into the tub for a soak. After a time, presumably before the water was too cold to endure, he emerged with the solution.

Perhaps his most important solution was to bring together a group of educators to create a project that would later be called the National Center for Higher Education Management Systems at WICHE.

It all began at an executive committee meeting of Commissioners in December 1965, about three months after John had joined the staff. The Commissioner from Utah, Dr. Merle Allen, then director of the state Coordinating Council of Higher Education, suggested that WICHE assist states to cooperate in data processing for higher education. It was voted down. But staff was charged with looking into it. John did, and it was decided to broaden the scope to the management of higher education.

In the next year and a half, two meetings were held in San Francisco. Directors of state coordinating agencies were the principals; also attending were representatives of institutions. The upshot was that they wanted comparable interinstitutional and interstate cost data for exchange and reporting purposes. And they decided to form a design committee to develop approaches for a common budgetary and financial information system.

The design committee, in turn, developed a grant proposal that was accepted by the U.S. Office of Education. The Management Information Systems project (MIS) was begun in the summer of 1968 and soon created a task force to begin work on a "data element dictionary," plus an analytical task force.

In the spring and summer of 1969, the action was quick and highly charged.

The new project director was chosen: Dr. Ben Lawrence, former director, Oregon Coordinating Council of Higher Education. A seminar was held in Washington, D.C., on the state of the art of management information systems. Also, staff distributed preliminary drafts of the section on students of the data element dictionary. And suddenly, the national implications of the project became clear.

By year's end, the WICHE Commission had approved the expansion of MIS to the whole country. The implications for WICHE were great. This would be the first program to extend beyond the 13 western states. The Commission agreed that a project that helped the western states should not be abandoned because it also helped states outside the region. WICHE was willing to share.

By the end of 1969, the scope of MIS had expanded again. This time, the participating institutions and agencies wanted the program to go beyond the mere exchange of information. They wanted to move into development of new tools and procedures for the management of higher education.

In February 1970, expansion took form in the organization. MIS stepped up: from being one of many programs in the Division of General Regional Programs, it became WICHE's third division—the Planning and Management Systems Division of WICHE, or WICHE-PMS.

By mid-1970, the scope of the newly named PMS burgeoned yet again. A research unit was added, with funding provided by the Ford Foundation.

But even as staff were getting used to the new title of PMS, the days were numbered for that name. In less than a year and a half after PMS became a WICHE division, PMS became a national center. The official and permanent title is now the National Center for Higher Education Management Systems at WICHE.

Under the direction of Dr. Lawrence, NCHEMS now is composed of two divisions of its own—Research and Development, and Applications and Implementation—which include some 21 separate programs. More than 800 institutions —colleges, universities, state coordinating agencies, and others —are participating in NCHEMS.

NCHEMS has three general goals. They are (1) to improve institutional management, (2) to improve statewide coordination of postsecondary education, and (3) to improve decision-making processes at the national level.

To achieve these goals, NCHEMS is designing, developing, and helping with the implementation of systems for planning and management. These systems are for use on all levels of postsecondary education.

To guide the direction of the NCHEMS program, the division has an advisory structure including an executive committee, a technical council, and a national advisory panel. The key to these advisory groups is, however, that they are composed of the people who will be most affected by NCHEMS programs. They include administrators, faculty, members of governing boards and coordinating councils, students, and legislators, among others.

The growth of NCHEMS proved to be spectacular. But, like several other WICHE programs, it was an idea whose time had come.

As MIS and PMS began to blossom, the catch-phrase across the country was "accountability." It was important to be accountable for what you were doing and what you were spending. "Do not talk to me of quality education," said legislators. "Show me something tangible; show me something I can count."

Administrators had some hard facts and some hard numbers. But that didn't seem to be enough. In the past, they

Law 89-239. This legislation authorized the development of Regional Medical Programs. And most important, the bill was written so that money would not be distributed on the basis of population (Western states always came up losers on those sorts of bills.)

WICHE's Mountain States Regional Medical Program started in 1966. The initial goal was study and planning for the prevention and treatment of heart disease, cancer, and stroke in the four-state area. As the planning was completed, MSRMP developed programs of continuing education for health personnel and for improving the quality of health care.

WICHE's involvement, as the grantee, always focused on the educational goals. From the start the Commission set out to foster clinical development in the four states for the eventual development of medical education. The Commission involvement was great. In fact, two WICHE Commissioners joined the staff at the start of the Mountain States Regional Medical Program. They were Frank McPhail, M.D., of Great Falls, Montana, who took the directorship of MSRMP in that state, and Alfred Popma, M.D., of Boise, Idaho, who became overall MSRMP coordinator.

State offices of MSRMP were set up in Boise, Idaho; Las Vegas and Reno, Nevada; Great Falls, Montana; and Cheyenne, Wyoming.

In the eight years of its operation, MSRMP has developed a number of important programs and activities. Included among them are coronary care training for doctors and nurses from rural areas, creation of a cancer education and treatment center, support of a traveling team of physicians and nurses to consult with health people in rural Nevada, creation of emergency medical services, and assistance in the development of the Mountain States Tumor Institute and the Rocky Mountain Cooperative Tumor Registry.

Within the last year, a number of Regional Medical Programs across the country have come under fire from the Nixon administration. Some folded. But at this point, the Mountain States Regional Medical Program appears secure. The program continues under the direction of the present MSRMP coordinator, Dr. John Gerdes.

From its beginnings, WICHE has devoted major amounts of energy to develop western health education. In recognition of this service, WICHE was awarded the Edward R. Loveland Memorial Award by the American College of Physicians in 1971. The award is given periodically to "a layman or lay organization in recognition of outstanding contributions to community service in the field of health improvement." WICHE was specifically cited for "contributions . . . made to education and the advancement of health in the West."

While WICHE has been very successful in the area of health education, it has many other kinds of programs.

The *Resources Development Internship Program* has been in operation since 1968. Under this program, college juniors, seniors, and graduate students are bridging the gap between the so-called ivory tower of the university and the real world. Each intern works on a special 12-week summer project involving research or action sponsored by a public or private nonprofit agency. The agencies get extra manpower and some spirited assistance on the projects from the students. The students broaden their education with some frontline experience dealing with real-life problems in real-life situations.

In recent years, almost 200 western students have summered as WICHE interns. Their projects have injected them into such fields as economic development, community development planning, environment, education, health, humanities, and business.

Continuing Education for Library Personnel is an interstate program supported almost exclusively by contributions from the participating states of Alaska, Colorado, Montana, Nevada, and Washington.

Mountain States Community College Consortium is a program designed to enhance educational opportunities for students at 17 small, geographically isolated community colleges in the states of Idaho, Montana, Utah, and Wyoming. Together, these schools are working to resolve their common problems.

All of these programs—interns, continuing education for library personnel, the community college consortium, the Mountain States Regional Medical Program, the student exchange program, and all of the nursing programs—come under the general direction of Dr. Kevin Bunnell, WICHE associate director and director, Division of General Regional Programs. Dr. Bunnell came to WICHE in 1951 from the New England Board of Higher Education at the request of his former NEBHE colleague, Dr. Kroepsch. His range of program responsibilities is wide and varied. He consistently focuses on innovation and change and the future—finding better ways to solve old problems. Dr. Bunnell has also been adept at attracting younger staff members, lending them his personal support and encouragement. Several have gone on to assume major responsibilities in other organizations at a very young age.

Dr. Bunnell's division also includes an operation called Special Higher Education Programs (SHEP). This is the innovative branch of the division, charged with identifying appropriate regional problems, exploring possible solutions to those problems, and initiating preliminary program development.

SHEP, in the past, mounted the annual College and University Self-Study Institute held in Berkeley in cooperation with the University of California's Center for Research and Development in Higher Education. It has conducted a variety of surveys on such things as college vacancies (in order to bring together the student looking for a college and the college looking for a student), state-by-state reports on legislation dealing with higher education, educational opportunities for women, a minority graduate student directory, and others. It continues with these programs and new ones designed to respond to changing educational needs in the West.

Summary of Cash Receipts and Disbursements for the Year Ended June 30, 1973

In accord with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 25, 1973, the firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1973. A copy of their report has been sent to the Governor of each state. Single copies are available on request.

Source of Income:

CASH BALANCE, July 1, 1972				$ 272,880
CASH RECEIPTS, 1972-73				
Appropriations from Member States	$ 195,000	Institute and Seminar Fees	68,877	
Student Exchange Support Fees from States	1,911,466[1]	Interest	49,568	
State Mental Health Contributions	105,000	Sale of Publications and Other Training Materials	92,099	
Grants and Contracts	5,302,504	Miscellaneous	1,888	$7,726,402
TOTAL CASH AVAILABLE FOR USE				$7,999,282

Cash Disbursements by Program or Activity:

WICHE ADMINISTRATIVE AND BASIC OPERATION FUNDS				$ 592,633
PROGRAM FUNDS:				
Student Exchange Coordination	$ 50,201	Mountain States Regional Medical Program	1,587,872	
Student Exchange Support Payments to Schools	1,923,466[1]	Resources Development Internship Program	323,096	
Special Higher Education Programs	59,346	National Center for Higher Education Management Systems at WICHE	1,679,801	
Continuing Education for Library Personnel	57,774	Psychiatry Continuing Education of Physicians	30,776	
Planning Resources in Minority Education	40,311	Corrections Program	158,018	
Satellite Health Experiment Planning	101,964	Special Education and Rehabilitation Program	54,672	
Mountain States Community College Consortium	29,355	Mental Health Continuing Education	61,003	
Western Council on Higher Education for Nursing	59,941	Improving Mental Health Services on Western Campuses	88,151	
Leadership Continuing Education Program for Nurses	126,808	Western Conference on the Uses of Mental Health Data	12,343	
Faculty Development in Continuing Education for Nursing	31,809	Faculty Development for Minority Content in Mental Health	45,268	
Regional Program for Nursing Research and Development	142,557	Community College Mental Health Worker Program	43,309	
Nursing Research Conferences	28,747	Manpower Development for Program Analysis	33,863	
Continuing Education for Psychiatric Nurses	46,069	Minority Recruitment and Input into Social Work Education	190,617	
Nurse Faculty Development to Meet Minority Group Needs	77,213	Inactive Funds	(1,705)	
		Refunds to Grantors	7,260	$7,682,540
CASH BALANCE, JUNE 30, 1973				$ 316,742[4]

[1]The difference between these two amounts reflects that more fees were paid than collected, because of prior year's carryforward.

[2]This includes expenses of the Executive Director's office, Associate Directors' offices, administrative services office, publications unit, public information unit, personnel office, WICHE library, and meetings of the Commission and the Mental Health Council.

[3]Direct cost expenditures only are shown for program funds. Indirect costs are charged internally to programs, but they are not included in program expenditures above because they are reflected in the WICHE administrative and basic operation expenditures.

[4]This balance represents primarily advance payments on grants in addition to a contingency balance of $177,921 and an operating reserve of $15,000, both of which have been authorized by the Commission.

Ten-Year Comparison of State and Nonstate Funds, 1963-64 to 1972-73

State Funds

State appropriations and voluntary state contributions to support mental health programs. Does not include state funds paid to professional schools under the Student Exchange Program.

Nonstate Funds

Funds expended for special regional projects from grants from private foundations and public agencies outside the region.

Year	State Funds	Nonstate Funds
63-64	$195,000	$ 582,278
64-65	195,000	598,546
65-66	202,500	683,668
66-67	217,500	1,156,366
67-68	255,000	1,618,063
68-69	270,000	2,230,661
69-70	285,000	3,134,973
70-71	285,000	4,134,390
71-72	275,000	4,553,346
72-73	300,000	5,473,051

had functioned on a sort of seat-of-the-pants feel for what was good and progressive and quality education.

"Not good enough," said the taxpayer, the legislator, the foundation head, and the federal government. "It is no longer good enough." And the flow of money slowed down.

It was clear, institutions would have to find better ways to get the information they needed. And NCHEMS was there, working on the problem. Because of that, it grew.

WICHE was just the right agency to handle such an effort. It was impartial. WICHE was not the federal government, nor would it change policy at the whim of any segment of the higher education community, such as the institutions or state coordinating agencies. In this case, the vested interests were all checked and balanced in the NCHEMS advisory structure.

This is not to say that NCHEMS has not been controversial. WICHE has often been involved in controversial programs, and NCHEMS, to be sure, has felt the sting of vocal critics. And NCHEMS is not the only one. WICHE's programs in ethnic minority education have also had some anxious moments.

WICHE's program efforts to deal with the problems and special needs of ethnic minority students and faculty really began in 1968 and 1969.

The topic of minority education came up increasingly at WICHE meetings. Minority representatives appeared at all varieties of WICHE conferences. They spoke to the question of medical and psychiatric training at a conference on continuing psychiatric education for physicians. A summer conference on new careers in mental health concentrated on the needs of Blacks and Chicanos, and WICHE sponsored traineeships for Indians to work in mental retardation centers in the Four Corners area. The annual meeting of 1969 and the Legislative Work Conference on the restless campus also featured minority students voicing their grievances about the majority community. Most of these programs were very well accepted. But sharp criticism was leveled against one publication that reported the proceedings of the 1970 College and University Self-Study Institute. The topic was "The Minority Student on the Campus: Expectations and Possibilities." Speakers ranging from students to college presidents laid it on the line with words that left some readers wincing. Praise of the publication poured in. But so did censure.

Despite criticism, staff and Commissioners felt the urgency of minority programming. And they pursued efforts in this area.

A program to plan resources in minority education was sponsored by the Commission to increase minority access and involvement in postsecondary education.

Other programs dealing with minority students were added to the WICHE list. In *nursing*, the program of nurse faculty development to meet minority groups needs has found particular success working with associate degree programs, where most minority student nurses enter. In *mental health*, two programs (minority recruitment and input into social work education, and faculty development for minority content in mental health) not only work with faculty and administrators, but also provide stipends for selected minority students to attend western schools of social work.

Other programs have made special efforts with respect to minorities. The continuing education program in mental health has specifically worked with the important problem of recruiting Blacks, Chicanos, and Indians to the professional and paraprofessional ranks. The corrections program held a series of sensitization programs for prison and reformatory staffers in the West's ghettos and barrios. This ability to become involved shows that WICHE can hear and respond to needs as expressed by westerners, all kinds of westerners.

The agency is sufficiently flexible for it to take action quickly. It has not been afflicted with bureaucratic plodding. In fact, very often throughout its history, WICHE has been able to develop the right program at the right time—and sometimes a little ahead of schedule.

WICHE itself began at a time when the western region—composed mostly of states with limited resources—truly needed to unite its efforts to improve higher education.

The West was ready for the student exchange, and when it became a reality, the program was used to the fullest.

Mental health is another example. The manpower survey and WICHE programs in this division truly anticipated the national concern that would develop for the mentally ill and the mentally retarded.

And westerners proved their concern for nursing education by doing something about it. According to a recent study, four of the top five nursing schools are WCHEN schools, located in the West. They are the University of California at San Francisco, the University of Washington, the University of Colorado, and the University of California at Los Angeles; and they were ranked second, third, fourth, and fifth.

And of course NCHEMS has scooped not only the West, but the nation as a whole.

And what of the future? As in the past, WICHE's shape and diversity will be fashioned by the emerging needs of the West. And WICHE will be quick to respond.

WICHE Programs

GENERAL:

1. Legislative Work Conference

DIVISION OF GENERAL REGIONAL PROGRAMS:

2. Student Exchange Programs
3. Special Higher Education Programs
4. Planning Resources in Minority Education
5. Western Council on Higher Education for Nursing
6. Faculty Development in Continuing Education for Nursing
7. Nurse Faculty Development to Meet Minority Group Needs
8. Regional Program for Nursing Research and Development
9. Resources Development Internship Program
10. Continuing Education for Library Personnel
11. Mountain States Community College Consortium
12. Mountain States Regional Medical Program

DIVISION OF MENTAL HEALTH AND RELATED AREAS:

13. Psychiatry-Continuing Education of Physicians
14. Faculty Development for Minority Content in Mental Health
15. Corrections Program
16. Improving Mental Health Services on Western Campuses
17. Manpower Development for Program Analysis
18. Mental Health Continuing Education
19. Minority Recruitment and Input into Social Work Education

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE:

20. Data Element Dictionary
21. Statewide Measures
22. Statewide Structures
23. Faculty Activity Analysis
24. Information Exchange Procedures
25. Information Systems Design Manuals
26. Planning Models Research
27. Intra-Institutional Planning and Management
28. Student Flow Model 1-A
29. Statewide Planning and Analysis
30. Outcomes
31. Future Planning and Management Systems
32. Information About Students
33. Postsecondary Education Indicators
34. Cost Finding Principles
35. Higher Education Finance Manual
36. National Planning Model Phase III
37. Training
38. Implementation
39. Program Development
40. Communication Services

WICHE Staff

as of January 1974

ADMINISTRATION:

Robert H. Kroepsch, Ed.D., Executive Director
John M. Cohen, Ph.D., J.D., Special Assistant for Program Development
Jean Davis, Administrative Assistant to the Executive Director
Grant A. Duncan, Graphic Arts Specialist
Lee E. Gladish, B.A., Publications Specialist
Lawnie D. Gold, Manager of Mailing and Duplicating
Jean Gribble, Coordinator of Personnel
W. Wray MacLeod, Manager, Purchasing and Physical Plant
Merry W. Maisel, B.A., Editor
Donald E. Morrow, B.A., Accounting/Auditing Specialist
JoAn S. Segal, M.L.S., Librarian
John C. Stalev, B.S., Associate Director, WICHE, and Director of Administration
Susan C. Swaeby, B.A., Accounting Manager
Rodney Y. Torigoe, B.A., Affirmative Action Officer
Gerald S. Volgenau, M.S., Public Information Officer

DIVISION OF GENERAL REGIONAL PROGRAMS:

Kevin P. Bunnell, Ed.D., Associate Director, WICHE, and Director, Division of General Regional Programs
Addison L. Adams, B.A., Staff Assistant, Special Higher Education Programs
Nancy Barber, B.A., Staff Assistant, Special Higher Education Programs
William Bergquist, Ph.D., Director, Special Higher Education Programs
Ethel Berry, B.A., Staff Assistant, Student Exchange Programs
Marie F. Branch, M.A., Director, Nurse Faculty Development to Meet Minority Group Needs
Jon R. Bunnell, B.S., Staff Assistant, Nursing Programs
Rosemary Campos, M.S., Sr. Staff Associate, Regional Program for Nursing Research and Development
Terry A. Cline, Ed.D., Project Director, Mountain States Community College Consortium
Jo Eleanor Elliott, M.A., Director, Nursing Programs
Peter Hiatt, Ph.D., Director, Continuing Education Program for Library Personnel
Robert S. Hullinghorst, B.A., Director, Resources Development Internship Program
Carol Lindeman, Ph.D., Director, Regional Program for Nursing Research and Development
Kathy Lobato, B.A., Staff Associate, Resources Development Internship Program
Patricia Locke, B.A., Director, Planning Resources in Minority Education
Patricia McAtee, M.S., Director, Development of Nurse Faculty for Improving and Expanding Continuing Education and In-Service Education Project
Virginia W. Patterson, B.A., Director, Student Exchange Programs

WICHE Publications

SELECTED WICHE PUBLICATIONS

Some WICHE publications are available free, while the supply lasts. Others have charges listed. For copies, write: Publications Unit, WICHE, P.O. Drawer P, Boulder, CO. 80302. A complete and up-to-date list of all available WICHE publications will be mailed upon request.

I. GENERAL

WICHE Annual Report 1972.

WICHE Reports on Higher Education. A newsletter containing information about WICHE programs and articles of general interest on higher education.

This Is WICHE. A brochure describing WICHE's activities and goals.

II. GENERAL REGIONAL PROGRAMS

Your State Can Help You Secure Your Education in Medicine, Dentistry, Veterinary Medicine, Dental Hygiene, Physical Therapy, Occupational Therapy, Optometry, Podiatry, Forestry, Graduate Library Studies, Law. A brochure on WICHE's Student Exchange Programs, Academic Year 1974-75.

A Guide to Women's Educational Opportunities in Western Colleges and Universities. Carolyn M. Byerly. $3.00.

On Your Own. A brochure describing a program in independent learning. 75¢.

Mineral Engineering Student Exchange Program. A brochure describing the program and listing the participating states and cooperating institutions.

Graduate Recruitment Directory of Western Minority Students. Compiled by Spike Adams. $3.00.

Resources Development Internship Program. A brochure describing the program.

American Indian Internship Program. A brochure describing the program.

Five Years of Intern Projects. A listing by state of the projects performed under the Resources Development Internship Program.

A Community Librarian's Training Program. $1.50.

LEADS. A newsletter for trustees and librarians. Yearly subscription (10 issues), $6 for states of Alaska, Wash., Montana, Nevada, and Arizona; $8 in other states.

Staff Development and Continuing Education Programs for Library Personnel. Barbara Conroy. $1.00.

Continuing Education in Psychiatric Mental Health Nursing for Faculty in Associate Degree Programs. Sheila M. Kodadek, ed. $4.00.

Communicating Nursing Reseach: Collaboration and Competition in Nursing Research. Marjorie V. Batey, ed. $3.00.

III. MENTAL HEALTH AND RELATED AREAS

Education Programs in Adult Corrections: A Survey.

Education for the Youthful Offender in Correctional Institutions.

Campus/Community Mental Health Services. A monthly newsletter produced by the Improving Mental Health Services on Western Campuses program.

Counseling Outreach: A Survey of Practices. W. Morrill and J. Banning.

Preparing Tomorrow's Campus Mental Health Professionals.

Research Profiles: Student and Campus Characteristics. A report produced by the Improving Mental Health Services on Western Campuses program.

IV. NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS AT WICHE

Most of the publications of this WICHE division are available on a fiscal year annual subscription. Single subscription, $25. Five subscriptions all mailed to the same address, $120. Ten subscriptions all mailed to the same address, $230. All publications listed below are available without subscription at the prices noted.

Higher Education Facilities Inventory and Classification Manual. Leonard Romney. $1.50.

A Forecast of Changes in Postsecondary Education. Vaughn Huckfeldt. $2.50. Synopsis, $1.00.

Final Report of Eighth Annual Conference on Higher Education General Information Survey (HEGIS).

Higher Education Finance Manual: An Overview. Douglas Collier. $1.00.

Introduction to the Resource Requirements Prediction Model 1.6. David Clark, et al. $1.00.

Resource Requirements Prediction Model 1.6 Reports. $1.00.

Resource Requirements Prediction Model 1.6 Program Listings. $4.00.

Resource Requirements Prediction Model 1.6 System Documentation. William Collard and Michael Haight. $4.00.

A Blueprint for RRPM 1.6 Application. Robert Huff and Michael Young. $1.50.

Program Measures. James Topping and Glenn Miyataki. $2.00.

An Introduction to the Identification and Uses of Higher Education Outcome Information. Sid Micek and Robert Wallhaus. $1.50.

Outcome-Oriented Planning in Higher Education: An Approach or an Impossibility? Sid Micek and William Arney. $1.00.

Faculty Activity Analysis: Procedures Manual. Charles Manning and Leonard Romney. $1.50.

Data Element Dictionary, Second Edition. In process.

Information Exchange Procedures Manual (Field Review Edition: A Synopsis). Leonard Romney. $1.50.

Higher Education Management. A periodical designed to discuss issues related to higher education management.

Public and Private Granting Agencies

In the past 18 years, WICHE has received grant and contract commitments totaling more than $29 million from public and private granting agencies for the support of a wide variety of regional programs which have contributed to the development of the 13 western states. Most of these agencies have made two or more grants to WICHE, thus underscoring a growing national interest in regional cooperation. In the last analysis, the people of the West are the ones who benefit from the investment of this risk capital, and on their behalf WICHE expresses appreciation to the organizations and agencies listed below.

Carnegie Corporation of New York
The Commonwealth Fund, New York
The Danforth Foundation, St. Louis
Easter Seal Research Foundation, Chicago
EXXON Education Foundation, New York
Max C. Fleischmann Foundation, Reno, Nevada
The Ford Foundation, New York
The Grant Foundation, Inc., New York
W. K. Kellogg Foundation, Battle Creek, Michigan
Lister Hill National Center for Biomedical Communications, National Library of Medicine
National Endowment for the Humanities
National Indian Education Association
National Science Foundation
Jessie Smith Noyes Foundation, Inc., New York
Rockefeller Brothers Fund, New York
Carl and Caroline Swanson Foundation
United Cerebral Palsy Research and Educational Foundation, Inc., New York
U.S. Department of Commerce
Economic Development Administration
U.S. Department of Justice
Law Enforcement Assistance Administration
U.S. Department of Health, Education, and Welfare
National Institute of Education
Office of Education
Office of Juvenile Delinquency and Youth Development
Public Health Service
Division of Chronic Diseases
Division of Community Health
Division of Nursing
Division of Regional Medical Programs
National Institute for Child Health and Human Development
National Institutes of Health
National Institute of Mental Health
Rehabilitation Services Administration
United States Steel Foundation, Inc., Pittsburgh, Pennsylvania
Xerox Corporation Fund

Councils, Committees, Advisory Groups

Each year, hundreds of westerners give their time, energy, and wisdom to aid the progress of WICHE and its programs. Their contributions are invaluable to this agency, to higher education, and to interstate cooperation in the West.

Our very special thanks to you who have helped us so much.

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DIVISION OF MENTAL HEALTH AND RELATED AREAS:

Robert L. Stubblefield, M.D., Associate Director, WICHE, and Director, Division of Mental Health and Related Areas
Lu Anne Aulepp, B.A., Staff Associate, Improving Mental Health Services on Western Campuses
Bernard L. Bloom, Ph.D., Consultant, Mental Health and Related Areas
Stanley W. Boucher, M.S.W., Director, Mental Health/Continuing Education Program
Frank Dell'Apa, Ed.D., Director, Corrections Program
Ursula Delworth, Ph.D., Director, Improving Mental Health Services on Western Campuses
Paul M. McCullough, Ph.D., Director, Manpower Development for Program Analysis
Luis B. Medina, M.S.W., Director, Faculty Development—Minority Content in Mental Health
Julia M. O'Rourke, Staff Assistant, Corrections Program
Evelyn C. Rochell, M.A., Project Director, Minority Recruitment and Input into Social Work Education

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE:

Ben Lawrence, Ph.D., Associate Director, WICHE, and Director, National Center for Higher Education Management Systems
Joanne E. Arnold, Ph.D., Assistant Director, NCHEMS
Maureen L. Byers, B.A., Sr. Staff Associate, Research and Development
David Clark, M.B.A., Sr. Staff Associate, Applications and Implementation
William J. Collard, M.S., Sr. Staff Associate, Applications and Implementation
Douglas J. Collier, M.S., Staff Associate, Research and Development
Gary S. Gamso, B.S., Staff Associate, Applications and Implementation
Suzette M. Goddard, B.A., Staff Associate, Research and Development
Robert G. Gray, M.S., Sr. Staff Associate, Research and Development
Michael J. Haight, M.A., Sr. Staff Associate, Applications and Implementation
Marilynn R. Hajek, B.S., Staff Associate, Research and Development
Vaughn E. Huckfeldt, Ph.D., Sr. Staff Associate, Research and Development
Robert A. Huff, Ed.D., Associate Director, NCHEMS, Applications and Implementation
Ivy M. Iwashita, B.A., Staff Assistant, Applications and Implementation
Richard S. Johnson, M.S., Assistant Director, Applications and Implementation
Dennis P. Jones, M.S., Assistant Director, Research and Development
Anahid Katchian, B.S., Sr. Staff Associate, Research and Development
Wayne R. Kirschling, D.B.A., Assistant Director, Research and Development
Charles W. Manning, Ph.D., Sr. Staff Associate, Applications and Implementation
Ronald V. Martin, B.S., Sr. Staff Associate, Applications and Implementation
James N. McLaughlin, M.A., Sr. Staff Associate, Research and Development
Marilyn McCoy, M.P.P., Staff Associate, Research and Development
Sid S. Micek, M.Ed., Sr. Staff Associate, Research and Development
Glenn K. Miyataki, M.B.A., Sr. Staff Associate, Research and Development
Nancy Renkiewicz, M.A., Sr. Staff Associate, Applications and Implementation
Clara Roberts, B.A., Staff Associate, NCHEMS
Leonard C. Romney, M.A., Assistant Director, Research and Development
Allan L. Service, M.S., Sr. Staff Associate, Research and Development
Robert J. Staaf, Ph.D., Sr. Staff Associate, Research and Development
Jean E. Strueber, B.A., Staff Associate, NCHEMS
James R. Topping, Ph.D., Sr. Staff Associate, Research and Development
Robert A. Wallhaus, Ph.D., Associate Director, NCHEMS
H. Kent Weldon, M.S., Staff Associate, Research and Development
Paul Wing, Ph.D., Sr. Staff Associate, Research and Development
Michael E. Young, M.S., Assistant Director, Applications and Implementation
Gordon Ziemer, M.B.A., Assistant Director, NCHEMS

FIELD STAFF FOR MOUNTAIN STATES REGIONAL MEDICAL PROGRAM:

REGIONAL OFFICE—Boise, Idaho
John W. Gerdes, Ph.D., Coordinator/Regional Director
John Cambareri, Ph.D., Sr. Staff Associate
Mary Henry, Fiscal Officer
Jerry Selby, B.S., Director of Evaluation
C. Edgar Smith, Ph.D., Director of Operational Programs and Evaluation
Rexford B. Stephenson, Jr., B.A., Sr. Staff Associate
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Lorin R. Gaarder, M.A., Staff Associate
Phoebe Lindsey, B.A., Staff Associate
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Sidney C. Pratt, M.D., State Director
John J. Breeden, B.S., Sr. Staff Associate
Gary Day, B.A., Staff Associate
Esther R. Lantz, M.N., Sr. Staff Associate
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John Callen, M.A., Staff Associate
Donald L. Erickson, M.P.H., Interim State Director

WICHE COMMISSIONERS, 1951-1973.

(Numbers indicate years in which each served.)

ALASKA: Andrew Nerland, 55; Dr. Phillip H. Moore, 55-56; Dr. William K. Keller, 55-60; Rev. R. Rolland Armstrong, 56-57; Dr. Ernest N. Patty, 56-60; John E. Miller, D.D.S., 57-61; Dr. Theo J. Norby, 60-62; Dr. William R. Wood, 60-73; Paul L. Winsor, 62-63; James E. O'Keller, M.D., 62-64; Mrs. Martha M. Roderick, 63-66; John S. Rosenthal, 64-67 and 71- ; Mrs. Dora M. Sweeney, 66-69; Mrs. Mary Elizabeth Loener, 67-71; Dr. Dorothy A. DeBoer, 69-71; Mrs. Delia I. Pruha, 71- ; Dr. Don M. Dafoe, 73- .

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CALIFORNIA: Dr. Fred D. Fagg, Jr., 55-59; Willard C. Fleming, D.D.S., 55-61; Roy E. Simpson, 55-63; Dr. Foster Hill Sherwood, 60-68; Dr. W. Ballentine Henley, 61-72; Dr. Don B. Leiffer, 63-67; Dr. Rita R. Campbell, 67- ; Dr. William J. Teague, 68-71; Dr. Glenn S. Dumke, 71- ; Earl W. Brian, M.D., 72- .

COLORADO: R. E. Pate, Jr., 51-55; Ward Darley, M.D., 51-57; Dr. Floyd Cross, 51-58; Walter W. Johnson, 55-63; J. Quigg Newton, 57-61; Dr. William E. Morgan, 57- ; L. Don Daily, 62-65; Dr. Joseph R. Smiley, 63-67; John G. Mackie, 65-71; Dr. Kathryn M. Smith, 67- ; C. Gale Sellens, 71- .

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